

**Секція 1. ПСИХОЛОГІЧНА І СОЦІАЛЬНА АДАПТАЦІЯ ТА РЕАБІЛІТАЦІЯ ЖЕРТВ ВОЄННИХ КОНФЛІКТІВ І ТЕХНОГЕННИХ КАТАСТРОФ**

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**FORMATION OF SAFETY CULTURE IN EDUCATIONAL INSTITUTIONS OF UKRAINE**

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**ФОРМУВАННЯ КУЛЬТУРИ БЕЗПЕКИ У НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ**

Considering the fact that relevant competences, knowledge, abilities and skills are a necessary condition for the formation of a life safety culture which is aimed at studying hazards and their properties, the fundamentals of environmental protection, health and human life as well as the formation of a safe living environment – these are issues that should be paid much attention in the field of education [1]. In particular, on the basis of works of foreign and Ukrainian scientists in the field of security, the concept of education in the field of “Safety of life and human activity” is being implemented in Ukraine, within the framework of a complex of disciplines, such as “Civil Defense”, “Life Safety”, “Labor and environmental protection”, “Ecology” (“Technoecology”), “Foundations of medical knowledge” and others. In some higher educational institutions of technical direction, the disciplines “Technological safety” and “Safety culture”.

In educational institutions that provide full general secondary education, the main subject in which safety issues are studied today is “Fundamentals of Health”. It should be noted that the competence approach is implemented through four cross-cutting content lines: “Environmental safety and sustainable development”, “Civil responsibility”, “Health and safety”, “Entrepreneurship and financial literacy”. Among the tasks of the subject “Fundamentals of Health” much attention is paid to “acquainting students with the basic principles and laws of human activity in natural and social environments aimed at preserving life and strengthening health; teaching students self-defense methods in life-threatening conditions” [2]. So, for example, in the 6th grade, pupils get acquainted with the risks and signs of emergency situations, the impact of the man-made environment on human health. A separate subtopic is highlighted: “Ecological problems of the environment”, which is often considered through the prism of the Chornobyl disaster. As a result, 11-12-year-old pupils get to know general information about the content of man-made emergencies, radioactive substances that have come into the environment in extremely large quantities and the consequences of the disaster. Separate topics related to the issue of security are considered at the lessons of biology, geography and physics. The problem is that they are not studied synchronously and therefore it is difficult for the pupils to understand the connections of different processes.

The task of higher education institutions is to train a highly qualified specialist, capable of solving tasks and problems, adapted to the interaction with the surrounding world and society. Despite the relevance and practical significance of teaching security regulation disciplines in vocational schools, experts note the insufficiency of the number of hours allocated for their study as well as the negative tendency of combining several disciplines into a single course, which, in turn, reduces the effectiveness of their study [3, p.7-8].

For the purpose of measuring the level of knowledge on certain man-made safety issues and investigating the ways of a safety culture formation, we employ survey data collected from 219 respondents, including 100 pupils of general secondary education (pupils of 9-11 classes) and 119 first-year students who studied safety regulation disciplines in the 1st semester. The results of the survey found the following trends.

Taking into account the answers “yes” and “sometimes”, 75% of the respondents got acquainted with the problems of man-made disasters at school, 88% of responders gave an affirmative answer at the university. At the same time, it is worth noting that the majority of students (94%) in the educational process get acquainted with emergency situations of man-made origin precisely through safety regulation disciplines as well as the largest percentage of schoolchildren pointed to the subject “Fundamentals of health” (Fig. 1.a). Lectures are the most common pedagogical tool by which students are introduced to methods of protection in the event of an emergency of man-made origin, other less common methods of teaching are video demonstrations, practical exercises, modeling of situations, practice of action algorithms, informational and educational extracurricular activities, etc. (Fig. 1.b).

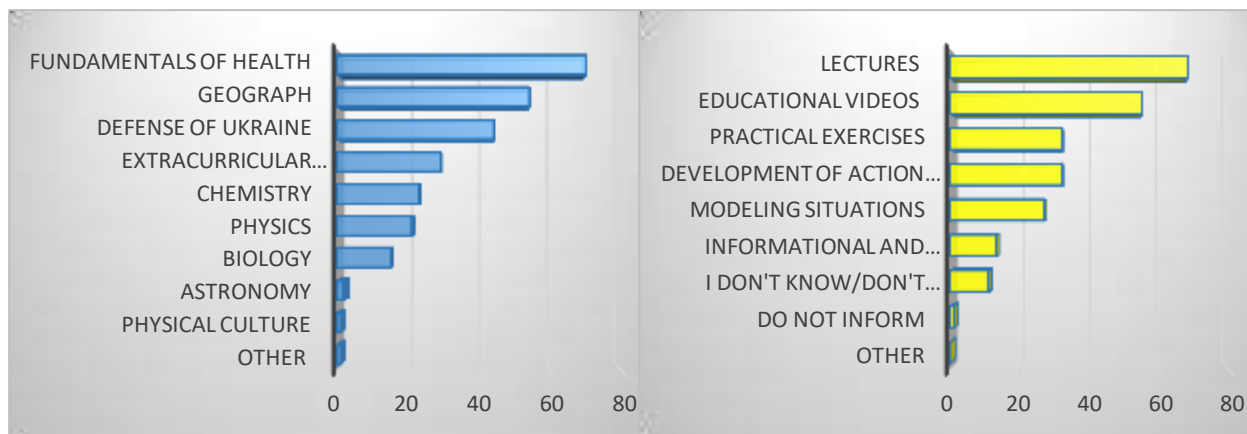


Fig. 1. Formation of life safety culture:

- a – acquaintance with man-made emergency situations in the educational process,
- b – methods of studying ways of protection in case of man-made emergency situations.

It is worth noting that the answers to the questions regarding the understanding of the concept of man-made emergency situations, their signs and the level of coverage of the territory, both pupils and students demonstrated a fairly high level of knowledge. However, only 56% of schoolchildren and 76% of students answered correctly to the question “How can man-made hazards affect human life and health?”

Regarding the practical orientation of training and hypothetical readiness to act in the conditions of an emergency situation of man-made origin, we obtained the following results. To the question “Are you taught how to act in the event of an emergency of man-made origin?” the negative answer “No” was given by 11% of schoolchildren and 4% of students, the answer “I don't know/didn't think about it” was given by 4% and 6%, respectively. The question about the ability to protect one's life in an emergency situation, 44% of schoolchildren and 36% of students confidently answered “Yes”, 36% and 46% of them answered in a moderate way “Depends on the situation”. 20% of pupils and 17% of students did not think about this issue and 1% of students consider that they do not have such skills. Regarding the ability to predict one's actions in the event of a man-made disaster, 23% of schoolchildren and 29% of students are surely answered “Yes”.

The majority of respondents (65% and 56% respectively) responded in a moderate way to this question and believe that their actions will depend on the situation. 10% of schoolchildren and 13% of students did not think about it and 2% in both groups responded

negatively. More sad statistical data are observed in answers to questions about potentially dangerous objects in the settlement or regions of residence. 37% of schoolchildren and 48% of students do not know such objects, 48% and 44% respectively did not think about this question and only 15% and 8% gave an affirmative answer and managed to indicate which objects were known to them (Fig. 2).

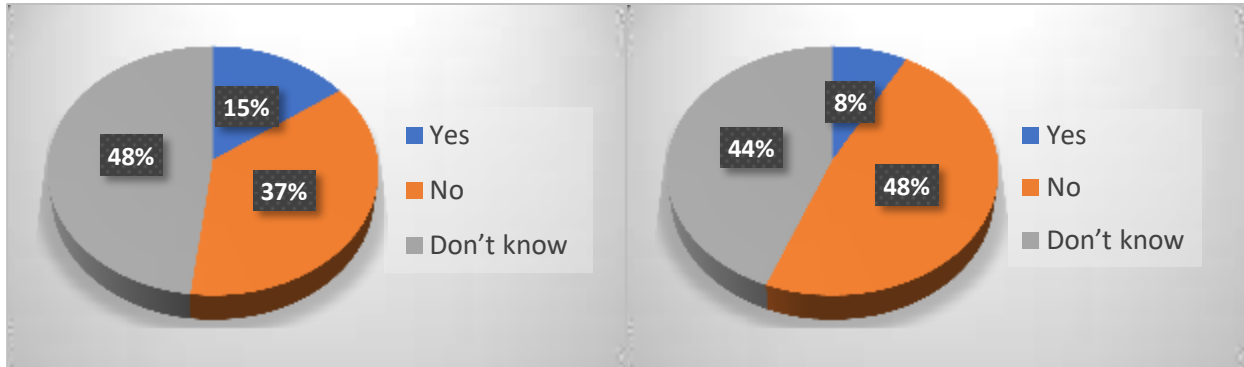


Fig. 2. The level of awareness of potentially dangerous objects in the settlement or regions of residence: a – schoolchildren, b – students.

When the respondents were asked “Where did they first hear about the Chernobyl disaster?”, the majority of schoolchildren and students indicated school (95 answers), 86 respondents indicated their parents, 26 of them heard about it on television and only 12 of them received information from other sources.

Regarding the awareness of other man-made disasters in the history of mankind, it was found that 67 students out of 100 did not know any and 72 students out of 119 did not know about other disasters. Based on the analysis of the answers of respondents who gave an affirmative answer, it turned out that the most famous man-made disaster, apart from Chernobyl, is the accident at the First nuclear power plant in Fukushima, which was noted by 49 respondents (26 schoolchildren and 23 students). It should also be noted that only 3 out of 119 surveyed students mentioned the Bhopal gas disaster and only one pupil of the tenth grade out of 100 schoolchildren was familiar with this tragedy.

Finally, it should be noted that the concept “safety culture” was unfamiliar to the majority of respondents. In total, out of 219 respondents, 167 answered that they were not familiar with the term “safety culture”. Only 18 schoolchildren and 34 students were able to explain it (Fig. 3).



Fig. 3. Level of awareness of the concept of “safety culture”: a - schoolchildren, b – students.

The analysis leads to the following conclusions: learners become familiar with man-made safety issues precisely through safety disciplines; the most common pedagogical tool in

the learning process is a lecture; the respondents showed a fairly high level of knowledge regarding the understanding of the concept of man-made emergency situations and their signs and showed a moderate hypothetical readiness to act in emergency situations. At the same time, the majority of respondents neither thought nor knew about potentially dangerous man-made objects in their region, man-made disasters other than Chornobyl and they are not familiar with the concept of “safety culture”, which gives grounds for concluding that a safety culture formation in educational institutions is insufficient.

Finally, it should be emphasized that in the age of man-made civilization the role of safety culture in environmental protection is extremely important. We believe that the way to a high safety culture lies through effective systematic education. The formation of conscious awareness of safety culture problems, clear understanding of potential man-made threats, the ability to act correctly in emergency situations and to feel one's own responsibility can contribute to radical changes in life safety and environmental protection problems.

#### References

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### ВИКЛИКИ ПЕРЕМОГИ

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### CHALLENGES OF VICTORY

Війна – п'ять літер, як вогненні вістря кровавої зірки. В тих літерах згорають милосердя, доброта, життя. На їх місце постають ненависть, руйнація, смерть. Велика різниця між спогадами про минулі війни та розмови про війни деінде із війною у своїй країні, окрузі, домівці. Не лише у вирвах та ранах земля, не тільки сотні осліплених та безногих калік заповнююють щоденно лікарні, міста, села, неспинно ростуть цвинтарі на полях і в душах людських. Ми стаємо не такими, як були до 24 лютого 2022 року – інші погляди, цінності, ставлення. Війна...

Після війни нас очікує непростий період. Ейфорію перемоги невдовзі замінить боротьба з внутрішнім ворогом. Виклики нависнуть над свідомістю та реаліями: зруйновані міста, розтрощені підприємства, заміновані поля, ріст злочинності, безробіття, еміграція, економічний обвал, величезна кількість вбитих і скалічених